HMH

into Literature™

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GRADE 7

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HMH

into Literature™

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Kylene Beers

Martha Hougen

Tyrone C. Howard

Elena Izquierdo

Carol Jago

Weston Kieschnick

Erik Palmer

Robert E. Probst

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GRADE 7

Program Consultants

Kylene Beers

Nationally known lecturer and author on reading and literacy; coauthor with Robert Probst of *Disrupting Thinking, Notice & Note: Strategies for Close Reading,* and *Reading Nonfiction;* former president of the National Council of Teachers of English. Dr. Beers is the author of *When Kids Can't Read: What Teachers Can Do* and coeditor of *Adolescent Literacy: Turning Promise into Practice,* as well as articles in the *Journal of Adolescent and Adult Literacy.* Former editor of *Voices from the Middle,* she is the 2001 recipient of NCTE's Richard W. Halle Award, given for outstanding contributions to middle school literacy.

Martha Hougen

National consultant, presenter, researcher, and author. Areas of expertise include differentiating instruction for students with learning difficulties, including those with learning disabilities and dyslexia; and teacher and leader preparation improvement. Dr. Hougen has taught at the middle school through graduate levels. Dr. Hougen has supported Educator Preparation Program reforms while working at the Meadows Center for Preventing Educational Risk at The University of Texas at Austin and at the CEEDAR Center, University of Florida.

Tyrone C. Howard

Veteran teacher, author, and professor in the Graduate School of Education and Information Studies at UCLA. Dr. Howard is the inaugural director of the UCLA Pritzker Center for Strengthening Children and Families, a campus-wide consortium examining academic, mental health, and social and emotional experiences and challenges for the most vulnerable youth populations. Dr. Howard has published over 75 peer-reviewed journal articles and several bestselling books, including, *Why Race & Culture Matters in Schools* and *Black Male(d): Peril and Promise in the Education of African American Males*. He is considered one of the premier experts on educational equity and access in the country.

Elena Izquierdo

Nationally recognized teacher educator and advocate for English language learners. Dr. Izquierdo is a linguist by training, with a Ph.D. in Applied Linguistics and Bilingual Education from Georgetown University. She has served on various state and national boards working to close the achievement gaps for bilingual students and English language learners. Dr. Izquierdo is a member of the Hispanic Leadership Council, which supports Hispanic students and educators at both the state and federal levels.

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Carol Jago

Teacher of English with 32 years of experience at Santa Monica High School in California; author and nationally known lecturer; former president of the National Council of Teachers of English. Ms. Jago currently serves as Associate Director of the California Reading and Literature Project at UCLA. With expertise in standards' assessment and secondary education, Ms. Jago is the author of numerous books on education, including *With Rigor for All* and *Papers, Papers, Papers*; and she is active with the California Association of Teachers of English, editing its scholarly journal *California English* since 1996. Ms. Jago also served on the planning committee for the 2009 NAEP Reading Framework and the 2011 NAEP Writing Framework.

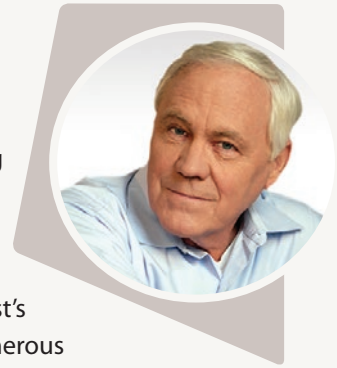
Weston Kieschnick

Author, award-winning teacher, principal, instructional development coordinator, and dean of education. Mr. Kieschnick has driven change and improved student learning in multiple capacities over his educational career. Now, as an experienced instructional coach and Senior Fellow with the International Center for Leadership in Education (ICLE), Mr. Kieschnick shares his expertise with teachers to transform learning through online and blended models. He is the author of *Bold School: Old School Wisdom + New School Innovation = Blended Learning that Works* and coauthor of *The Learning Transformation: A Guide to Blended Learning for Administrators*.

Erik Palmer

Veteran teacher and education consultant based in Denver, Colorado. Author of *Well Spoken: Teaching Speaking to All Students* and *Digitally Speaking: How to Improve Student Presentations.* His areas of focus include improving oral communication, promoting technology in classroom presentations, and updating instruction through the use of digital tools. He holds a bachelor's degree from Oberlin College and a master's degree in curriculum and instruction from the University of Colorado.

Robert E. Probst



Nationally respected authority on the teaching of literature; Professor Emeritus of English Education at Georgia State University. Dr. Probst's publications include numerous articles in *English Journal* and *Voices from the Middle,* as well as professional texts including (as coeditor) *Adolescent Literacy: Turning Promise into Practice* and (as coauthor with Kylene Beers) *Disrupting Thinking, Notice & Note: Strategies for Close Reading,* and *Reading Nonfiction.* He has served NCTE in various leadership roles, including the Conference on English Leadership Board of Directors, the Commission on Reading, and column editor of the NCTE journal *Voices from the Middle.*

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UNIT 1

Reality Check

Page 1

ESSENTIAL QUESTION:
What can blur the lines between what's real and what's not?

KEY LEARNING OBJECTIVES

- Analyze plot
- Analyze character traits
- Analyze folktales
- Analyze rhyme and rhyme scheme
- Analyze sound devices and mood
- Analyze narrator
- Evaluate graphic novel

Spark Your Learning ____ 2

ANALYZE & APPLY

Mirror Image ____ 7
Short Story by Lena Coakley

Not Everything It Seems MENTOR TEXT ____ 23
Article by Arnetta Carter

Two Legs or One? ____ 35
Folktale retold by Josepha Sherman

COLLABORATE & COMPARE

COMPARE MOODS

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Poem by W. B. Yeats

Eldorado ____ 50
Poem by Edgar Allan Poe

COMPARE VERSIONS

from **Monster** ____ 60
Screenplay by Walter Dean Myers

from **Monster: A Graphic Novel** ____ 69
Graphic Novel by Walter Dean Myers
adapted by Guy A. Sims
illustrated by Dawud Anyabwile

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READER'S CHOICE

Preview the Choices 84

SHORT READS

Way Too Cool
Short Story by Brenda Woods

Forever New
Informational Text by Dan Risch

He—y, Come on Ou—t!
Short Story by Shinichi Hoshi

A Priceless Lesson in Humility
Personal Essay by Felipe Morales

Available online

LONG READS

My Life as an Ice Cream Sandwich
Novel
by Ibi Zoboi

A Christmas Carol
Novel
by Charles Dickens

Planet Middle School
Novel
by Nikki Grimes

Recommendations

UNIT 1 TASKS

WRITING

Write an Informative Essay 86

REFLECT & EXTEND 95

Go online for

- Unit and Selection Videos
- Interactive Annotation and Text Analysis
- Selection Audio Recordings
- Collaborative Writing — Writable

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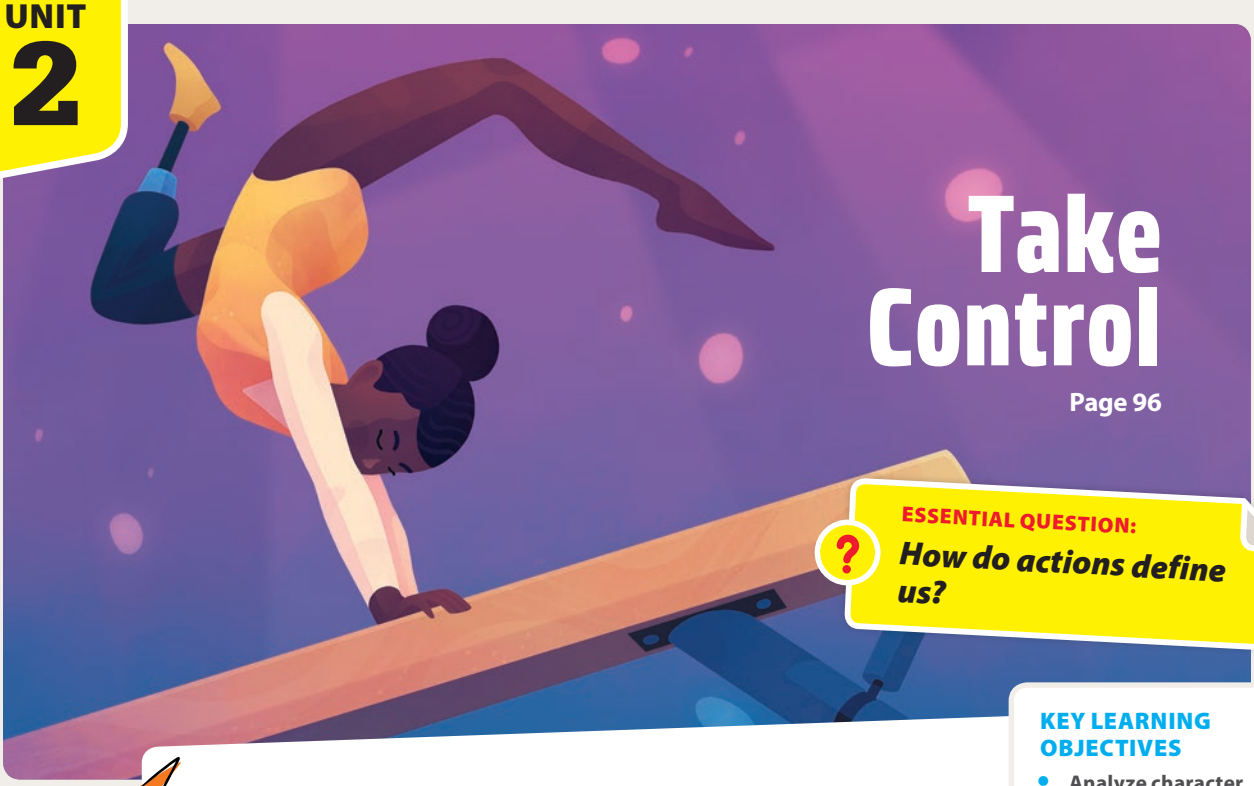
UNIT 2



Take Control

Page 96

ESSENTIAL QUESTION:
How do actions define us?

KEY LEARNING OBJECTIVES

- Analyze character
- Analyze myth
- Determine theme
- Analyze form in poetry
- Determine author's purpose
- Analyze setting and conflict
- Analyze structure

Spark Your Learning ____ 98

ANALYZE & APPLY

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Short Story by David Yoo

The Flight of Icarus ____ 115
Myth retold by Sally Benson

Icarus's Flight ____ 127
Poem by Stephen Dobyns

Rogue Wave ____ 135
Short Story by Theodore Taylor

Women in Aviation MENTOR TEXT ____ 155
History Writing by Patricia and Fredrick McKissack

COLLABORATE & COMPARE

COMPARE CHARACTERS AND PEOPLE

Thank You, M'am ____ 170
Short Story by Langston Hughes

A Police Stop Changed This Teenager's Life ____ 183
Article by Amy B Wang

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READER'S CHOICE

Preview the Choices ____ 194

SHORT READS

from **Young Arthur**
Legend retold by Robert D. San Souci

Perseus and the Gorgon's Head
Myth retold by Ann Turnbull

It Couldn't Be Done
Poem by Edgar Albert Guest

Chemistry 101
Poem by Marilyn Nelson

Available online

LONG READS

The Hobbit
Novel
by J. R. R. Tolkien

The Hunger Games
Novel
by Suzanne Collins

Buried Onions
Novel
by Gary Soto

Recommendations

UNIT 2 TASKS

WRITING
Write an Informative Essay ____ 196

SPEAKING & LISTENING
Present a Film Critique ____ 205

REFLECT & EXTEND ____ 207

Go online for

- Unit and Selection Videos
- Interactive Annotation and Text Analysis
- Selection Audio Recordings
- Collaborative Writing

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UNIT 3

The Terror and Wonder of Space

Page 208

ESSENTIAL QUESTION:
Is space exploration a daring adventure or a dangerous risk?

KEY LEARNING OBJECTIVES

- Analyze science fiction
- Analyze mood
- Analyze central ideas
- Analyze structure
- Analyze form in poetry
- Analyze media
- Analyze argument

Spark Your Learning ____ 210

ANALYZE & APPLY

Dark They Were, and Golden-Eyed ____ 215
Science Fiction by Ray Bradbury

Martian Metropolis ____ 241
Science Writing by Meg Thacher

Challenges for Space Exploration ____ 253
Argument by Ann Leckie

What If We Were Alone? ____ 263
Poem by William Stafford

Seven Minutes of Terror ____ 269
Video by NASA

COLLABORATE & COMPARE

COMPARE ARGUMENTS

Humans Need to Explore Outer Space MENTOR TEXT ____ 276
Argument by Claudia Alarcón

Let Robots Take to the Stars MENTOR TEXT ____ 286
Argument by Eiren Caffall

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READER'S CHOICE

Preview the Choices ____ 298

SHORT READS

Let's Aim for Mars
Argument by Buzz Aldrin

An Optimistic View of the World
Personal Essay by Dan Tani

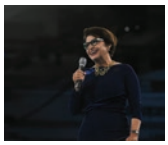
Your World
Poem by Georgia Douglas Johnson

Sally Ride *from* Headstrong
Biography by Rachel Swaby

Available online

LONG READS

A Wrinkle in Time
Novel
by Madeleine L'Engle



Path to the Stars
Memoir
by Sylvia Acevedo

Ender's Game
Novel
by Orson Scott Card

Recommendations

UNIT 3 TASKS

WRITING

Write an Argument ____ 300

SPEAKING & LISTENING

Create a Podcast ____ 309

REFLECT & EXTEND

____ 311

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- Selection Audio Recordings
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UNIT 4

Inspired by Nature

Page 312

ESSENTIAL QUESTION:
What does it mean to be in harmony with nature?

KEY LEARNING OBJECTIVES

- Analyze theme
- Analyze argument
- Analyze point of view
- Analyze memoir
- Analyze sonnet
- Analyze ode
- Analyze lyric poetry

Spark Your Learning ____ 314

ANALYZE & APPLY

Allied with Green ____ 319
Short Story by Naomi Shihab Nye

Never Retreat *from* **Eyes Wide Open** MENTOR TEXT ____ 331
Argument by Paul Fleischman

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Memoir by Eddy Harris

The Drought ____ 355
Poem by Amy Helfrich

COLLABORATE & COMPARE

COMPARE FORMS AND ELEMENTS

Ode to enchanted light/Oda a la luz encantada ____ 364
Poem by Pablo Neruda
translated by Ken Krabbenhoft

Sleeping in the Forest ____ 370
Poem by Mary Oliver

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from **Trash Talk** ____ 379
Video by the National Oceanic and Atmospheric Administration

You're Part of the Solution ____ 381
Poster

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READER'S CHOICE

Preview the Choices 386

SHORT READS

from **Unbowed**
Memoir by Wangari Muta Maathai

Problems with Hurricanes
Poem by Victor Hernández Cruz

Living Large Off the Grid
Article by Kristen Mascia

Haiku
Poetry by Issa, Bashō, and Buson, translated by Richard Haas

Available online

Ed

LONG READS

Peak
Novel
by Roland Smith

I Am Still Alive
Novel
by Kate Alice Marshall

Seedfolks
Novel
by Paul Fleischman

Recommendations

UNIT 4 TASKS

WRITING

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REFLECT & EXTEND 397

Ed

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- Interactive Annotation and Text Analysis
- Selection Audio Recordings
- Collaborative Writing — Writable

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UNIT 5

Game On!

Page 398

ESSENTIAL QUESTION:
How do games impact our lives?

KEY LEARNING OBJECTIVES

- Analyze point of view
- Analyze perspective
- Determine central ideas
- Analyze novel in verse
- Analyze figurative language
- Analyze two-voice poetry
- Make inferences

Spark Your Learning ____ 400

ANALYZE & APPLY

Ball Hawk MENTOR TEXT ____ 405
Short Story by Joseph Bruchac

Get in the Zone: The Psychology of Video-Game Design ____ 421
Informational Text by Aaron Millar

It's Not Just a Game! ____ 433
Informational Text by Lori Calabrese

COLLABORATE & COMPARE

COMPARE THEMES

from **The Crossover** ____ 446
Novel in Verse by Kwame Alexander

Double Doubles ____ 457
Poem by J. Patrick Lewis

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READER'S CHOICE

Preview the Choices ____ 464

SHORT READS

Batting After Sophie
Short Story by Sue Macy

Amigo Brothers
Short Story by Piri Thomas

Bridging the Generational Divide Between a Football Father and Soccer Son
Blog by John McCormick

Arc of Triumph
Science Writing by Nick D'Alto

Available online

LONG READS

The Crossover
Novel in Verse
by Kwame Alexander

Ghost
Novel
by Jason Reynolds

Baseball in April and Other Stories
Short Story Collection
by Gary Soto

Recommendations

UNIT 5 TASKS

WRITING

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REFLECT & EXTEND ____ 475

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- Interactive Annotation and Text Analysis
- Selection Audio Recordings
- Collaborative Writing — Writable

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UNIT 6

Change Agents

Page 476

ESSENTIAL QUESTION:
How can changing the world change you?

KEY LEARNING OBJECTIVES

- Analyze realistic fiction
- Analyze point of view
- Analyze a documentary
- Analyze free-verse poetry
- Analyze theme
- Determine central ideas
- Analyze setting and motivation

Spark Your Learning ____ 478

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Personal Essay by Craig Kielburger

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Documentary by Judy Jackson

A Poem for My Librarian, Mrs. Long ____ 513
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COMPARE AUTHORS' PERSPECTIVES

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History Writing by David Brooks

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Novel Excerpt by Mary Jane Auch

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READER'S CHOICE

Preview the Choices 550

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from **The Story of the Triangle Factory Fire**
History Writing by Zachary Kent

Difference Maker: John Bergmann and Popcorn Park
Article by David Karas

from **Walking with the Wind**
Autobiography by John Lewis

Doris Is Coming
Short Story by ZZ Packer

Seeing Is Believing
Informational Text by Mary Morton Cowan

Available online

LONG READS

Bud, Not Buddy
Novel
by Christopher Paul Curtis

Kira-Kira
Novel
by Cynthia Kadohata

Gabe and Izzy: Standing Up for America's Bullied
Memoir
by Gabrielle Ford

Recommendations

UNIT 6 TASKS

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FICTION

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Amigo Brothers ____ online
Piri Thomas

Ball Hawk ____ 405
Joseph Bruchac

Batting After Sophie ____ online
Sue Macy

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Ray Bradbury SCIENCE FICTION

Doris Is Coming ____ online
ZZ Packer

Heartbeat ____ 103
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Mirror Image ____ 7
Lena Coakley

Rogue Wave ____ 135
Theodore Taylor

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Langston Hughes

Way Too Cool ____ online
Brenda Woods

Oral Tradition

The Flight of Icarus ____ 115
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Perseus and the Gorgon's Head ____ online
retold by Ann Turnbull MYTH

Two Legs or One? ____ 35
retold by Josepha Sherman FOLKTALE

from **Young Arthur** ____ online
Robert D. San Souci LEGEND

Novel

from **The Crossover** ____ 446
Kwame Alexander NOVEL IN VERSE

from **Monster: A Graphic Novel** ____ 69
Walter Dean Myers GRAPHIC NOVEL

NONFICTION

Informational Text

Arc of Triumph ____ online
Nick D'Alto SCIENCE WRITING

Difference Maker: John Bergmann and Popcorn Park ____ online
David Karas

Forever New ____ online
Dan Risch

Frances Perkins and the Triangle Factory Fire ____ 522
David Brooks HISTORY WRITING

Get in the Zone: The Psychology of Video-Game Design ____ 421
Aaron Millar

It's Not Just a Game! ____ 433
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Living Large Off the Grid ____ online
Kristen Mascia

Martian Metropolis ____ 241
Meg Thacher SCIENCE WRITING

A Police Stop Changed This Teenager's Life ____ 183
Amy B Wang

Seeing Is Believing ____ online
Mary Morton Cowan

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Argument

Challenges for Space Exploration ____ 253
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Let Robots Take to the Stars 286
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Let's Aim for Mars online
Buzz Aldrin

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Humans Need to Explore Outer Space 276
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Bridging the Generational Divide Between a Football Father and Soccer Son online
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Craig Kielburger Reflects on Working Toward Peace 497
Craig Kielburger PERSONAL ESSAY

An Optimistic View of the World online
Dan Tani PERSONAL ESSAY

A Priceless Lesson in Humility online
Felipe Morales PERSONAL ESSAY

Autobiography/Memoir

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from **Unbowed** online
Wangari Muta Maathai

from **Walking with the Wind** online
John Lewis

Biography

Sally Ride *from* **Headstrong** online
Rachel Swaby

POETRY

Chemistry 101 online
Marilyn Nelson

Double Doubles 457
J. Patrick Lewis

The Drought 355
Amy Helfrich

Eldorado 50
Edgar Allan Poe

Haiku online
Issa, Bashō, and Buson, *translated* by Richard Haas

Icarus's Flight 127
Stephen Dobyns

It Couldn't Be Done online
Edgar Albert Guest

Ode to enchanted light/Oda a la luz encantada 364
Pablo Neruda

A Poem for My Librarian, Mrs. Long 513
Nikki Giovanni

Problems with Hurricanes online
Victor Hernández Cruz

Sleeping in the Forest 370
Mary Oliver

The Song of Wandering Aengus 46
W. B. Yeats

What If We Were Alone? 263
William Stafford

Your World online
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MEDIA STUDY

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Judy Jackson DOCUMENTARY

Seven Minutes of Terror 269
NASA
VIDEO

from **Trash Talk** 379
National Oceanic and Atmospheric Administration
VIDEO

You're Part of the Solution 381
POSTER

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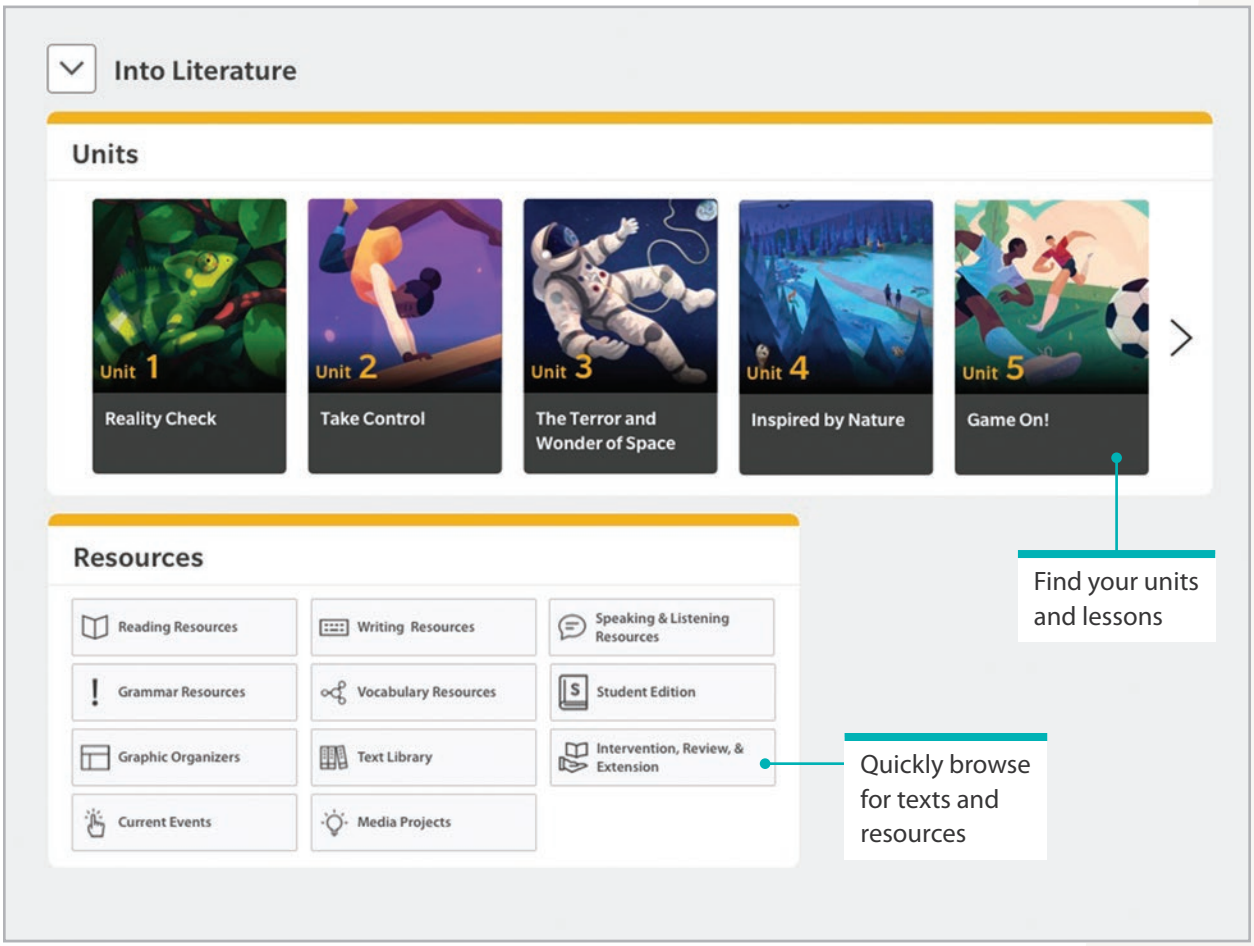

Tools for Today—All in One Place

Whether you're working alone or collaborating with others, it takes effort to analyze the complex texts and competing ideas that bombard us in this fast-paced world. What will help you succeed? Staying engaged and organized. The digital tools in this program will help you take charge of your learning.

UNIT 1
Reality Check
"Always remember: Your focus determines your reality."
— George Lucas
ANALYZE THE IMAGE
What does this image say about the nature of reality?

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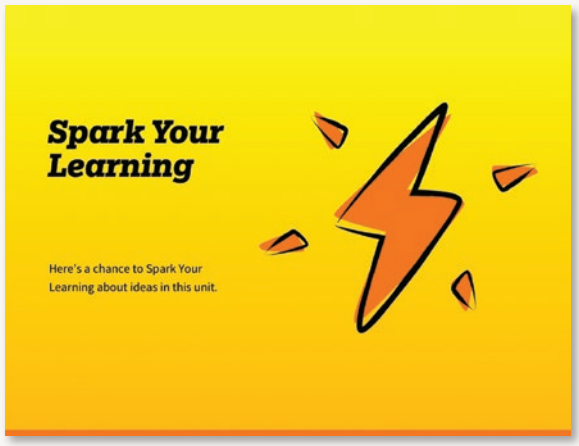
Engage!

Spark Your Learning

These activities kick-start the unit and help get you thinking about the unit theme.

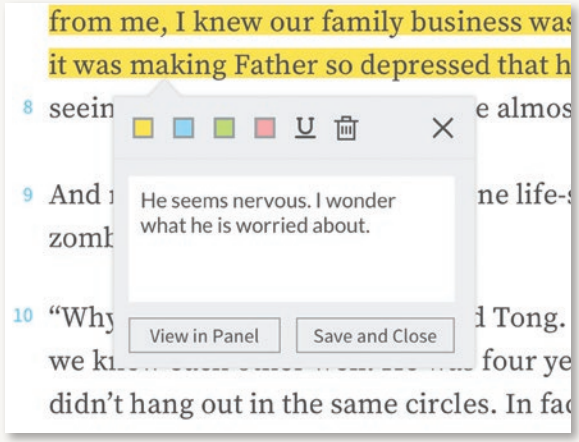


Engage Your Brain

Before you read, take some time to do a fun activity designed to rev up your brain and connect to the text.

Interact with the Texts

- As you read, highlight and take notes to mark the text in your own customized way.
- Use interactive graphic organizers to process, summarize, and track your thinking as you read.
- Play the audio to listen to the text read aloud. You can also turn on read-along highlighting.



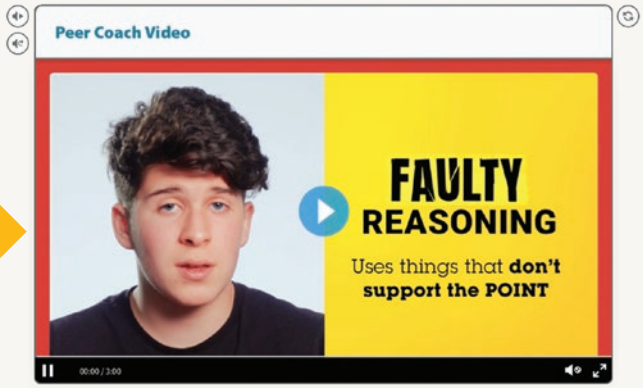
Choices

Choose from engaging activities, such as writing an advice column, creating a podcast, or participating in a debate, to demonstrate what you've learned.

Stay Involved!

Collaborate with and Learn from Your Peers

- Watch brief **Peer Coach Videos** to learn more about a particular skill.
- Flex your creative muscles by digging into **Media Projects** tied to each unit theme.
- Bring your writing online with **Writable,** where you can share your work and give and receive valuable feedback.



Writable

Read On!

Find helpful **Reader's Choice** suggestions with each unit, and access hundreds of texts online.

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AN ABSOLUTELY, POSITIVELY, MUST-READ ESSAY ABOUT READING

Your Teacher Agrees!

by two people you have never heard of

Dr. Kylene Beers

I've been a teacher all my adult life. I've worked with students at all grades, and now I spend most of my time working with teachers—maybe even your teacher! I live in Texas and when I'm not on an airplane flying off to work in a school, I'm on my ranch, plowing a field. I like to read, cook, read, garden, read, spend time with my family and friends, and (did I mention?) read!

Dr. Robert E. Probst

I've also been a teacher all my adult life. When I first started teaching, I taught kids in middle school and high school, and then I spent most of my career teaching people how to be teachers. For many years now, Dr. Beers and I have written books together—books that are about teaching kids how to be better readers. I live in Florida, and when I'm not in schools working with teachers and kids, I enjoy watching my grandkids play soccer and baseball, and I love being out on the ocean. And, like Dr. Beers, I love reading a great book too.

So, we're teachers. And we're writers. Specifically, we write books for teachers—books teachers read so that they can help their students become better readers. And we're going to try to help you become a better reader this year. We think that's important, because we both believe TWO things.

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First, we've never met a kid who didn't want to get better at reading. Reading is important for almost everything you do, so doing it well is important.

Yes, true!

Second, we believe that reading opens doors. Reading something can open up your mind, your thinking, your ideas, your understanding of the world and all the people in it, so that you might choose to change yourself.

Become a Better You

Too often it's easy to forget why reading is important. You can come to believe that you need to read better just so your grades will go up, or you need to read better so that you do well on a big test. Those things are important—you bet—but they aren't as important as reading better so that you can become better.

Can reading really make me a better person?

How would that happen—how can reading help you change yourself? Sometimes it is obvious. You read something about the importance of exercise and you start walking a little more.

Or, you read something about energy and the environment and you decide to always turn off the lights when you leave any room.

Other times, it might be less obvious. You might read *Wonder* and begin to think about what it means to be a good friend. Maybe you walk over to that person sitting alone in the cafeteria and sit with him or her. Perhaps you'll read *Stella by Starlight* and that book helps you take a stand against racism. Or maybe it happens as you read *Mexican Whiteboy* and discover that who you are on the inside is more important than what anyone sees on the outside. And when you realize that, perhaps it will give you the courage you need to be truer to yourself.

Reading gives us moments to think, and as we think we just might discover something about ourselves that we want to change. And that's why we say reading can help us change ourselves.

Find Important Messages

It would be easy to find important messages in the things we read if the authors would just label them and then maybe send us a text.

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But that would mean that every reader is supposed to find the same message. Not true! While the author has a message he or she wants to share, the reader—that's you!—has at least three jobs to do:

My Job

1. **First**, enjoy what you are reading.
2. **Second**, figure out the message the author wanted to share. This year we'll be showing you some ways to really focus in on that.
3. **Third**, you need to decide what matters most to **YOU**. (Yes, we saved the best for last!!!) Sometimes the author's message and what matters most to you will be the same; sometimes not. For instance, it's obvious that J.K. Rowling wrote the Harry Potter series to show us all the sustaining power of love.

From Dr. Beers:

But when I read these books, what really touched my heart was the importance of standing up to our fears.

From Dr. Probst:

And what mattered most to me was the idea that one person, one small person, can make a huge difference in the world. I think that's a critically important point.

So as I read, I have to think about something called signposts?

Understanding the author's message requires you to do some work while you read—work that requires you to read the text closely. No, you don't need a magnifying glass. But you do need to learn how to notice some things in the text we call **SIGNPOSTS**.

A signpost is simply something the author says in the text that helps you understand how characters are changing, how conflicts are being resolved, and, ultimately, what theme—or lesson—the author is trying to convey.

You can also use signposts to help you figure out the author's purpose when you are reading nonfiction. If you can identify the author's purpose—why she or he wrote that particular piece of nonfiction—then you'll be better able to decide whether or not you agree, and whether you need more information.

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Use the Book, Your Head, and Your Heart

We do want you thinking about signposts, but first, as you read, we want you to remember three letters: **BHH.**

BOOK	As you read, we want you to remember that you have to pay attention to **what's in the book** (or article). **Ask:** What is the writer telling me?
HEAD	You also need to think about **what's in your head** as you read. That means thinking not only about what you're reading, but also the thoughts and feelings you brought with you to the text. **Ask:** What are my responses and why?
HEART	And sometimes, maybe as you finish what you're reading, you'll ask yourself **what you have taken to heart.** **Ask:** What matters to me?

To think carefully about what's in the book and what's in your head, you need to become a reader who notices things. When a character starts acting in a way you don't expect, basically the author has put up a blinking sign that says "Pay attention here!" Or, if you are reading nonfiction, and the author starts using a lot of numbers, that's the same as the author waving a huge flag that says "Slow down! Pay attention! I'm trying to show you something!"

Some of the things you'll read this year, you might not like. (Just being honest!) But most of the things we bet you will. The important thing is to keep reading.

- Read every day.
- Read something hard. Read something easy.
- Read something that makes you laugh.
- And it's OK if sometimes what you read makes you cry.

Read joke books and how-to books and love stories and mysteries, and absolutely be sure you read about people who aren't like you. That's the best way to learn about the world—the best way to become a more open person who's ready to change and grow.

We hope you have a great year. Stay alert for signposts that you'll be learning throughout this book. And remember . . . reading is something that can help you become the person you most want to be.

TURN AND TALK

What message about reading did you take away from this essay?

*For more about the signposts, see the **Notice & Note Handbook**, pp. R7–R19.*

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NOTICE & NOTE

Signposts

When you notice a signpost in your reading, mark the text with its initials.

LITERARY TEXTS

CONTRASTS AND CONTRADICTIONS CC

A sharp contrast between what we would expect and what we observe the character doing; behavior that contradicts previous behavior or well-established patterns

When you notice this signpost, ask:

Why would the character act (feel) this way?

p. **R8**

AHA MOMENT AM

A sudden realization of something that shifts a character's actions or understanding of self, others, or the world

When you notice this signpost, ask:

How might this change things?

p. **R9**

TOUGH QUESTIONS TQ

Questions characters raise that reveal their inner struggles

When you notice this signpost, ask:

What does this question make me wonder about?

p. **R10**

WORDS OF THE WISER WW

The advice or insight about life that a wiser character, who is usually older, offers to the main character

When you notice this signpost, ask:

What's the life lesson and how might this affect the character?

p. **R11**

AGAIN AND AGAIN AA

Events, images, or particular words that recur over a portion of the story

When you notice this signpost, ask:

Why might the author bring this up again and again?

p. **R12**

MEMORY MOMENT MM

A recollection by a character that interrupts the forward progress of the story

When you notice this signpost, ask:

Why might this memory be important?

p. **R13**

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INFORMATIONAL TEXTS

BIG QUESTIONS BQ

It's important to take a **Questioning Stance** or attitude when you read nonfiction

- *What surprised me?*
- *What did the author think I already knew?*
- *What changed, challenged, or confirmed what I already knew?*

p. **R14**

CONTRASTS AND CONTRADICTIONS CC

A sharp contrast between what we would expect and what we observe happening; a difference between two or more elements in the text

When you notice this signpost, ask:

What is the difference, and why does it matter?

p. **R15**

EXTREME OR ABSOLUTE LANGUAGE XL

Language that leaves no doubt about a situation or an event, allows no compromise, or seems to exaggerate or overstate a case

When you notice this signpost, ask:

Why did the author use this language?

p. **R16**

NUMBERS AND STATS NS

Specific quantities or comparisons to depict the amount, size, or scale; or the writer is vague when we would expect more precision

When you notice this signpost, ask:

Why did the author use these numbers or amounts?

p. **R17**

QUOTED WORDS QW

Opinions or conclusions of someone who is an expert on the subject or someone who might be a participant in or a witness to an event; or the author might cite other people to provide support for a point

When you notice this signpost, ask:

Why was this person quoted or cited and what did this add?

p. **R18**

WORD GAPS WG

Vocabulary that is unfamiliar to the reader—for example, a word with multiple meanings, a rare or technical word, a discipline-specific word, or one with a far-removed antecedent

When you notice this signpost, ask:

Do I know this word from someplace else? Does this seem like technical talk for experts on this topic? Can I find clues in the sentence to help me understand the word?

p. **R19**

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Social & Emotional Learning

The Most Important Subject Is You!

by **Carol Jago**

You have essays to turn in. You have quizzes to take. You have group projects to complete. Your success in those areas depends on more than your understanding of the academic skills they cover. It also depends on how well you understand yourself, and how well you're able to extend that understanding to others. This might seem obvious, but there's an actual term for that type of learning—it's called **Social and Emotional Learning.**

Why It Matters

But doing well in school is not the only benefit to understanding yourself and others. When it comes to Social and Emotional Learning, the answer to the question, "When will I actually use this in my life?" is clear: every single day, forever. Whether you are with your family, your community, your friends, at a workplace, or by yourself on a deserted island, you will have a better chance of achieving satisfaction and making positive contributions if you're able to do things like the following:

- ✔ identify your emotions
- ✔ make smart choices
- ✔ set reasonable goals
- ✔ recognize your strengths
- ✔ have empathy
- ✔ manage your reactions
- ✔ evaluate problems and solutions
- ✔ show respect for others

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Where Literature Comes In

English Language Arts classes can provide some of the best opportunities to develop these skills. That's because reading literature allows you to imagine yourself in different worlds and to understand what it's like to be in a wide range of situations. You can think through your own feelings and values as you read about various characters, conflicts, historical figures, and ideas, and you can become more aware of why others might act and feel as they do.

Throughout this book, you will find opportunities for Social and Emotional Learning in the Choices section of many lessons. But you don't need to wait for a special activity to practice and learn. Reading widely and discussing thoughtfully is a natural way to gain empathy and self-knowledge. The chart below shows the five main areas of Social and Emotional Learning and tells how reading can help you strengthen them.

Areas of Social and Emotional Learning	How Reading Can Help
If you have **self-awareness,** you're conscious of your own emotions, thoughts, and values, and you understand how they affect your behavior.	Understanding why characters act the way they do can increase your understanding of your own responses and motivations.
If you're good at **self-management,** you are able to control your emotions, thoughts, and behaviors in different situations.	Paying attention to why characters explode in tumultuous ways or how they keep calm under pressure can help you recognize what to do and not to do when faced with stressful situations in your own life.
If you have **social awareness,** you can empathize with others, including people who are different from you.	Reading about people with different life experiences can help you understand the perspectives of others.
If you have well-developed **relationship skills,** you can get along with different kinds of people and function well in groups.	Reflecting on the conflicts between characters can help you gain insight into what causes the conflicts in your life and how to reach mutual satisfaction.
If you are good at **responsible decision-making,** you make good choices that keep you and others safe and keep you moving toward your goals.	Evaluating the choices characters make and thinking about what you would do in their place can help you understand the consequences of your decisions.

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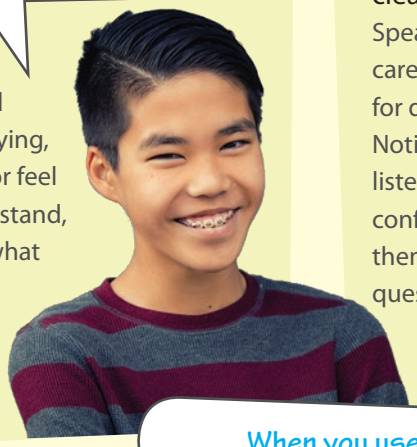
Having the Hard Conversations

The more widely and deeply you read, the more you'll strengthen your social and emotional skills, and the more likely you are to encounter ideas that are different from your own. Some texts might bring up strong reactions from you, and you'll need to take a step back to understand how you're feeling. Or, your classmates might have responses that are dramatically different from yours, and you'll need to take a breath and decide how to engage with them. Remember: it's okay to disagree with a text or with a peer. In fact, discussing a difference of opinion can be one of the most powerful ways to learn.

Tips for Talking About Controversial Issues

Listen actively.
Try your best to understand what the other person is saying, and why they might think or feel that way. If you don't understand, ask questions or rephrase what you thought you heard and ask them if you're getting it right.



Communicate clearly.
Speak honestly and carefully, rather than for dramatic effect. Notice if the person listening seems confused and give them room to ask questions.

Take a stand against name-calling, belittling, stereotyping, and bias.
Always try exploring ideas further rather than making personal attacks. If someone feels hurt by something you said, listen to them with an open mind. Perhaps you expressed bias without realizing it. Apologize sincerely if that happens. And if you are hurt by a comment or hear something that could be interpreted as hurtful, calmly let the person who said it know why you feel that way.

When you use that word I have a negative reaction because it sounds like you are saying you think that person isn't smart.
I'm sorry. That's not what I meant.

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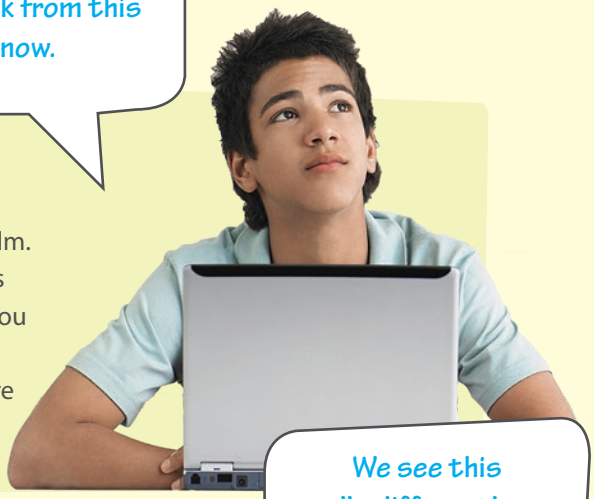
I need to take a break from this conversation now.



Pay attention to your feelings.

Recognize the topics or situations that make it hard for you to stay calm. Try to separate your strong feelings from what the person is saying. If you need to, excuse yourself from the conversation and find a place where you can help yourself relax.

We see this really differently, so let's move on for now.

Agree to disagree.

Even after listening carefully and being listened to, you still might not agree. That's okay. You can acknowledge your differences, remain respectful, and exit the conversation.

Consider the relationship.

It's likely that the people you're in class with are people you will be seeing regularly for years. You don't have to be friends with them or agree with their point of view, but you do have to get an education alongside each other. Speaking respectfully even if you're on opposite sides of an issue will make it easier to work together if you ever have to collaborate. Try to assume the best about them rather than the worst. Acknowledge that our experiences affect our points of view.

I don't agree with you, but I understand why it looks that way from your perspective.

Learning, growing, and working with others isn't always easy. If you read widely and deeply and try your best to speak honestly, you're likely to gain the understanding and compassion that can help you manage the stresses, challenges, and opportunities that life brings your way.

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